

The CHS English Department

2015 Summer Reading Program

In **9th grade**, students should select one novel to read from the choices listed below.

9E & 9H

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| 1) Ruta Sepetys' <i>Between Shades of Gray</i>
2) Jay Asher's <i>Thirteen Reasons Why</i>
3) Matthew Quick's <i>Boy 21</i>
4) Ben Yancey's <i>5th Wave</i> | <u>Looking for a reading challenge? Consider choosing...</u>
5) Len Vlahos' <i>The Scar Boys</i>
6) Jacqueline Woodson's <i>Brown Girl Dreaming</i> |
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For **10E**, students should select one of the memoirs listed below to read. For **10H**, students must read two books, the mandatory selection, *A Thousand Splendid Suns*, and a choice selection from the list provided.

10E

- 1) Christina Lamb and Malala Yousafzai's *I Am Malala*
- 2) Art Spiegelman's *Maus: A Survivor's Tale*
- 3) Ryan Smithson's *Ghosts of War: The True Story of a 19-Year-Old GI*
- 4) Mariatu Kamara and Susan McClelland's *The Bite of the Mango*

10H

- Mandatory Reading
- 1) Khaled Hosseini's *A Thousand Splendid Suns*
- Plus, choose ONE of the following:
- 2) Ransom Riggs's *Miss Peregrine's Home for Peculiar Children*
 - 3) Erin Morgenstern's *The Night Circus*
 - 4) Neil Gaiman's *Neverwhere*
 - 5) Stephen King's *11/22/63*

For **11E**, students should select one text to read from the listed choices below. For **11H**, students must read two books. In Eleventh Honors, all students will read *The Grass Dancer*, plus a second mandatory text from the books listed below.

11E

- 1) Lorene Cary's *Black Ice*
- 2) Alice Hoffman's *The River King*
- 3) Sherman Alexie's *The Absolutely True Diary of a Part-time Indian*
- 4) Jon Krakauer's *Into the Wild*
- 5) LeAlan Jones's *Our America: Life and Death on the South Side of Chicago*
- 6) Christopher McDougall's *Born To Run*

11H

- Mandatory Reading
- 1) Susan Power's *The Grass Dancer*
- Plus, choose ONE of the following:
- 2) John Steinbeck's *The Grapes of Wrath* **Or...**
 - 3) Erik Larson's *The Devil in the White City* **Or...**
 - 4) Michael Chabon's *The Amazing Adventures of Kavalier and Clay*

For **12E**, students should select one text to read from the choices listed below.

12E

- 1) Walter Dean Myers's *Dopesick*
- 2) Wes Moore's *The Other Wes Moore*
- 3) Tara Sullivan's *Golden Boy*

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Students will read two books for each respective course listed. See the requirements below.

12H

Mandatory Reading

Margaret Atwood's *The Handmaid's Tale*

Plus, choose **ONE** of the following:

- 1) David Halberstam's *Firehouse*
- 2) Susan Cain's *Quiet: The Power of Introverts in a World That Can't Stop Talking*
- 3) Mary Roach's *Stiff: The Curious Lives of Human Cadavers*

11AP Language & Composition

Mandatory Reading

Truman Capote's *In Cold Blood*

Note: AP Lang & Comp students must compose an essay based on their summer readings. See AP teacher for prompts.

Plus, choose **ONE** of the following:

- 1) Alexandra Robbins' *The Overachievers: The Secret Life of Driven Kids*
- 2) Michael Pollan's *The Omnivore's Dilemma*
- 3) Annie Dillard's *Pilgrim at Tinker Creek*

12AP Literature & Composition

Mandatory Readings

- 1) Euripides's *Bacchae*
- 2) Bruce Chatwin's *Songlines*

NOTE: AP Lit & Comp students must complete a reading journal for each of their readings in place of the assignment outlined on the back of this announcement. Find journal guidelines at <http://schoolsites.schoolworld.com/schools/Cheltenham/webpages/rtopper/index.cfm?subpage=34402>.

All assignments should be submitted to turnitin.com by Friday, September 11.

Note: Your teacher will evaluate you through a test, essay, project, or journal to be collected during the first week of school (Friday, September 11). See reverse for further information.

Please note the following:

- ⇒ Students may either check with local libraries for copies of summer reading selections or purchase paperback copies on-line or from local bookstores.
- ⇒ In September students will work with the required books in their English classes.
- ⇒ Summer reading responses will be part of the students' first marking period grades.
- ⇒ This information also appears on the CHS English department web site.
- ⇒ The analytical writing rubric is available at <http://www.cheltenham.org/CheltenhamHigh.cfm?subpage=35317>.

Thank you, and enjoy your summer.

The Cheltenham High School English Department

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Summer Reading: Purpose for Reading Guidelines

Please be prepared to discuss the following elements listed below. **Your teacher will evaluate you through a test, essay, project, or journal to be collected during the first week of school (Friday, September 11, 2015).** To better prepare yourself for an evaluation, take notes directly in your book (if you own it) or use post-it notes. Use the following ideas to help you as you read:

1. **Character**
 - Be able to identify each new character.
 - Describe how and why each character has changed throughout the text. Be able to trace each character's change throughout the entire text.
 - Analyze what motivates a character's action or inaction.
2. **Plot**
 - How has the plot advanced in each chapter and how have these advancements affected the characters?
 - How have the character's internal motivations advanced the plot?
3. **Theme**
 - Identify **themes** and be able to follow how each develops throughout the text.
4. **Language**
 - Observe use of **literary terms**. Be able to comment on their function in the text.
 - Take note of any striking **images**. Be able to comment on their purpose.
 - Take note of the **tone** of the text. How does it support the content? What specific words contribute to the tone? What impact does the tone have on the mood?
 - Take note of the text's **sentence structure** and be able to explain its relationship to tone or content.
 - Note strange or unusual **word choices**.
5. **Symbols**
 - Identify **symbols** and be able to follow how each develops throughout the text.
6. **Author's Purpose**
 - Determine the author's intent. Remember, an author may focus on asking a question rather than giving an answer. Be able to support your claims with textual examples.
7. **Setting**
 - Explain why the author chooses the setting he or she does.
 - Explain how the setting develops the plot, theme, or characterization.
8. **Genre**
 - Identify the genre and literary mode (utopian/dystopian literature, magical realism, historical fiction, etc.) of your text.
 - Find textual support to prove the literature's specific literary mode.